



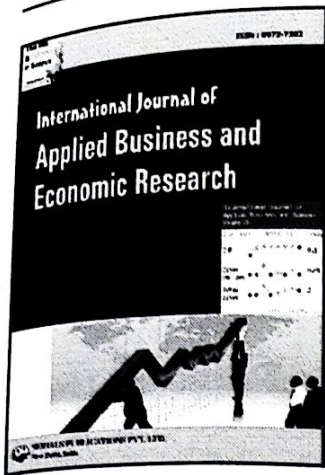
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Influence of Emotional Intelligence on Academic Performance of PG Students with Special Reference to Mysuru City

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Abstract: Today's Student folk are tomorrow's Leaders of the Nation. We have evidenced many successful leaders who happen to be well managed themselves as well their fellow folk during their young age probably when they were students. To manage themselves is nothing but management of emotions and emotional intelligence is one of several types of intelligence required for success in all kinds of situation. "The capacity for recognizing our own feeling and these for motivating ourselves for managing emotions well in ourselves and in our relationship" is known as emotional intelligence. In general, the stress level to score higher percentage or CGPA in the academics depends on stream that a student has chosen for. To have a good academic record, students should be well managed with all types of intelligence, especially with emotional intelligence when their age falls in between 21 and 25. Their maturity level drastically changes with respect to IQ, EQ, and AQ etc. during this age and they need to be more focused towards their career building by making their academic performance strong. Hence, this study mainly focuses on understanding the influence of emotional intelligence on academic performance of PG students based on their stream. The locale for the study has chosen as Mysuru City and this study adopted the random sampling technique for selection sample. Questionnaires were served to the PG students comprising of different streams such as Commerce, Management, Science and Computer Science and used the descriptive statistics to analyze the demographic characteristics of the respondents and chi-square to test for hypothesis testing.

INTRODUCTION

Performance is crucial in any sort of work. As student life is the stepping stone to carrier life, the performance of students are equally important as professionals. In recent years, the major problems faced by the youth are managing emotional intelligence, especially for PG students. Emotional intelligence distinguishes a star performer from the mediocre, as it influences on their academic performance. They should have strong emotional intelligence to perform better in their academics. Emotional intelligence is a set of skills that anyone can acquire. PG students will be facing lots of mental or emotional strain in that stage as it is the

turning point of their life. So they should equilibrate their emotions between their academic and personal life. As an old proverb says "Student life is golden life", PG students are at the final stage of their golden life. They should be able to act independently and take decisions without authorization. Emotional intelligence acts as a link between their performance and behavior. They should be matured enough to take decisions without becoming annoyed or anxious. They cannot express all their emotions wherever they want. Usually, PG students may have more dreams about their life; most of them may not come true. They have to control their emotions and accept the life as it comes. They should have the capacity to accept and tolerate the problems that comes in their way. Their emotions should not affect their academic performance. They should concentrate more on their academic work than other. Everybody in this world is attached to one or the other problem, but it should not affect their life in a negative way.

LITERATURE REVIEW

Muhammad Waqas Chughtai and Khadeejah Lateef (2015), found that social awareness and relationship management have Positive correlation and self-awareness and self-management have a negative correlation.

P. Gajendran and Y. K. Nagle (2015), stated that there is no difference in Emotional intelligence between male and female in job aspirants. Self-efficacy was highly found irrespective of gender.

Juliet Chipumuro (2015), concluded the data gathered regarding males and females and their emotional intelligence and effectiveness levels suggests that there is no notable or distinct difference between the genders.

Reece Akhtar, Lara Boustani, Dimitrios Tsivrikos and Tomas Chamorro-Premuzic (2014), demonstrate that a personality factor predicts work engagement. Since there was a slight overlap between the operationalization of the HPI and TIPI factors, not all HPI and Big Five dimensions were significant predictors as they competed for variance in engagement.

Zakieh Shooshtarian, Fatemeh Ameli and Mahmood Amini Lari (2013), found that emotional intelligence of employee was positively associated with job satisfaction. There was a powerful link between the job performance and labor's emotional intelligence. But, there wasn't any link between labor's commitment and their emotional intelligence.

Pillay, M., Viviers, R., & Mayer, C. (2013), found that transformational leadership and self-reported emotional intelligence (specifically adaptability) have positive correlations. Emotional intelligence (specifically intra-personal skills) and live and let leave leadership have negative correlations.

Sarvesh Satija and Waheeda Khan (2013), stated that the emotional intelligence was effective in predicting occupational stress.

Mohammad Shahhosseini, Abu Daud Silong, Ismi Arif Ismail and Jegaknak Uli (2012), found that there is a link between success and emotional intelligence, person who are aware about emotional intelligence have success in their career and they are influenced by each other.

Gabriele Giorgi (2012), stated that social awareness is directly related to relationship management.

Marc A. Brackett, Susan E. Rivers and Peter Salovey (2011), "stated that Emotional intelligence is postulated to promote positive social functioning by helping individuals to detect others' emotion states, adopt others' perspectives, enhance communication, and regulate behavior".

Ernest H. O'boyle JR, Ronald H. Humphrey, Jeffrey M. Pollack, Thomas H. Hawver and Paul A. Story (2011) found that "the set of that enable a person to generate, recognize, express, understand, and evaluate their own, and others, emotions in order to guide thinking and action that successfully cope with environment demands and pressures".

Tae Won Moon, Won-Moo Hur (2011), stated that "Emotional exhaustion is negatively related to job performance in terms of organizational commitment and job satisfaction and the mediating effect of emotional exhaustion was confirmed in the relationship between job performance and appraisals of emotions, optimism, and social skills as factors in emotional intelligence".

Cheok San Lam and Eleanor R.E. O'Higgins (2011), found that "managers' transformational leadership style fully mediates the relationship between managers' emotional intelligence and employee job satisfaction".

Dwayne Devonish and Dion Greenidge (2010), stated that "the results of the study supported the direct effects of procedural, distributive, and interactional justice on all job performance domains – task performance, contextual performance, OCB-I, and OCB-O".

P. D. Harms and Marcus Credé (2010), concluded that "the same construct was low for both transformational leadership and emotional intelligence".

Carol Young-Ritchie, Heather K. Spence Laschinger and Carol Wong (2009) found that "gender, work status, education, region and years in current ED were not significantly related to perceived EI leadership behavior, empowerment or commitment".

Kenneth S. Law, Chi-Sum Wong, Guo-Huo Huang and Xiaoxuan Li (2008), found that "a self-reported EI scale developed for Chinese respondents, the WLEIS, is a better predictor of job performance than the scale developed in the U.S., the MSCEIT".

Konstantinos Kafetsios and Leonidas A. Zampetakis (2007), found that "expectations deriving from Affective Events Theory regarding the role of work affectivity as an interface between personality and work attitudes and extend the literature on EI effects in organizational settings".

Moira Mikolajczak, Cle'mentine Menil, Olivier Luminet (2007), found that "when confronted with emotional labour, high trait EI individuals experience lower levels of burnout and somatic complaints, and this effect was found to be mediated by the choice of emotional labour strategies".

Robert Kerr, John Garvin, Norma Heaton and Emily Boyle (2005), found that "both the understanding and managing emotions branch scores, and their corresponding reasoning EI domain, did not display a significant relationship with supervisor ratings".

CONCEPTUAL OVER VIEW

Meaning

Emotional Intelligence is the skills to recognize and control one's self-emotions and other's emotions. It includes three skills: The potentiality to control emotions, including the potentiality to balance your own emotions, and the potentiality to gladden or cool down another person.

Definition

According to Daniel Goleman, "Emotional Intelligence (EQ) is defined as the ability to identify, assess, and control one's own emotions, the emotions of others, and that of groups".

There are many paths to excellence.

"Personal Competence: The twenty five emotional competencies can be classified into five categories. Personal competency contains three categories, it determine how we should control ourselves:

- **Self-Awareness: Knowing** one's own character and feelings **like internal states, preferences, resources and intuitions.** Self-awareness includes three competences: emotional self-awareness, accurate self-assessment and self-confidence.
- **Self-Regulation: Managing one's internal states, impulses and resources.** This category includes self-control, conscientiousness, trustworthiness, achievement drive, adaptability, and innovative.
- **Motivation: Emotional tendencies that guide or facilitate reaching goals.** Motivation competencies include commitment, achievement drive, optimism and initiative".

"Social Competence: The last two categories contain social competencies, which determine how we handle relationships:

- **Empathy: Awareness of other's feelings needs and concerns.** Empathy competencies include understanding others, motivating others, leveraging diversity, a service orientation and political awareness.
- **Social skills: Adeptness at inducing desirable responses in others.** This category includes conflict management, influence, communication, leadership, building bonds, change catalyst, collaboration and cooperation and team capabilities".

"Self-Awareness Competencies Intuition and gut feeling be speak the capacity to sense messages from our internal store of emotional memory – our own reservoir of wisdom and judgement.

- **Emotional awareness:** The recognition of how our emotions affect our performance and the ability to use our values to guide decision-making.
- **Accurate self-assessment:** A candid sense of our personal strengths and limits, a clear vision of where we need to improve and the ability to learn from experience.
- **Self-confidence:** The courage that comes from certainty about our capabilities, values and goals".

"Self-Regulation Competencies: Self-regulation – managing impulse as well as distressing feelings – depends on the working of the emotional centres in tandem with the brain's executive centres in the refrontal areas. These two primary skills are handling compulsion and dealing with upsets at the core of ve emotional competencies:

- **Self-control:** Managing disruptive emotions and impulses effectively.
- **Trustworthiness:** Displaying honesty and integrity.
- **Conscientiousness:** Dependability and responsibility in fulfilling obligations.
- **Adaptability:** Flexibility in handling change and challenges.

- **Innovation:** Being open to novel ideas, approaches and new information”.
- **Motivation Competencies:** Three motivational competencies typify outstanding performers:
 - **Achievement drive:** Striving to improve or meet a standard of excellence.
 - **Commitment:** Embracing the organizations or group’s vision and goals.
 - **Initiative and optimism:** Twin competencies that mobilize people to seize opportunities and allow them to take setbacks and obstacles in stride”.
- **Empathy Competencies:** Empathy represents the foundation skill for all social competencies important framework.

These include:

- **Understanding others:** Sensing others’ feelings and perspectives, and taking an active interest in their concerns.
- **Service orientation:** Anticipating, recognizing and meeting customers’ needs.
- **Leveraging diversity:** Cultivating opportunities through diverse people.
- **Political awareness:** A key component in empathy, which in turn is part of Emotional Intelligence”.

“**Social Skills Competencies:** Social skills, in the essential sense of handling another person’s emotions artfully, underlie several competencies.

These include:

- **Influence:** The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.
- **Communication:** Sending clear and convincing messages.
- **Conflict management:** Negotiating and resolving disagreements.
- **Leadership:** Inspiring and guiding.
- **Change catalyst:** Initiating, promoting or managing change”.

“**Social Coordination Competencies:** Several competencies of star performers are rooted in the basic human talents for social coordination:

- **Building bonds:** Nurturing instrumental relationships.
- **Collaboration and cooperation:** Working with others toward shared goals.
- **Team capabilities:** Creating synergy in working toward group goals”.

RELATIONSHIP BETWEEN PERFORMANCE AND EMOTIONAL INTELLIGENCE

Higher level of EQ and SI of girls and boys shows a relationship between EQ and SI. High emotional intelligence related to social intelligence. Awareness of interpersonal emotion and management of interpersonal emotion is ability of EI and it develops social intelligence. When person have knowledge of own and other emotion they can make good relation, understanding of social skills in society and it always help to know feeling of men and women in society

Inter personal components includes self-awareness, assertiveness, self-regard, self-actualization and independence. The above table reveals that most of the students who are in the range of scoring marks between 60-80 percent are more aware of their inter-personal components. The Chi-Square value is higher than 0.05 for all inter-personal component variable. Therefore, we can conclude there is no relationship between marks scored and inter-personal component of PG students.

Table 2: Intra Personal Component Table

Marks	2. Intra personal component																			
	Interpersonal Relationship						Social Responsibility						Empathy							
	5	4	3	2	1	Total Marks	5	4	3	2	1	Total Marks	5	4	3	2	1	Total		
40-50	1	0	1	0	0	2	40-50	1	0	1	0	0	2	40-50	0	2	0	0	0	2
50-60	3	9	3	1	1	17	50-60	8	4	5	0	0	17	50-60	3	8	5	1	0	17
60-70	39	40	28	13	2	122	60-70	38	47	31	2	4	122	60-70	29	43	40	9	1	122
70-80	32	41	22	6	2	103	70-80	27	47	23	6	0	103	70-80	25	47	21	6	4	103
80-90	5	13	3	2	0	23	80-90	7	6	10	0	0	23	80-90	9	5	7	1	1	23
90-100	1	0	0	0	0	1	90-100	1	0	0	0	0	1	90-100	0	1	0	0	0	1
Total	81	103	57	22	5	268	Total	82	104	70	8	4	268	Total	66	106	73	17	6	268
<i>Chi-Square Value = .804</i>							<i>Chi-Square Value = .342</i>						<i>Chi-Square Value = .627</i>							

The intra personal component includes interpersonal relationship, social responsibility and empathy. The above table reveals that most of the students scoring marks in the range of 60-80 percent are more aware of their intra personal components. The Chi-Square value is higher than 0.05 for all intra-personal component variable. Therefore, we can conclude that there is no relationship between marks scored and intra personal component of PG students.

**Table 3
Stress Management**

Marks	Problem Solving						Reality Testing						Flexibility							
	5	4	3	2	1	Total Marks	5	4	3	2	1	Total Marks	5	4	3	2	1	Total		
40-50	1	1	0	0	0	2	40-50	1	1	0	0	0	2	40-50	2	0	0	0	0	2
50-60	5	8	2	2	0	17	50-60	3	6	6	2	0	17	50-60	7	6	1	3	0	17
60-70	27	49	34	8	4	122	60-70	26	39	45	9	3	122	60-70	48	29	30	9	6	122
70-80	28	43	26	5	1	103	70-80	22	50	27	3	1	103	70-80	21	42	32	7	1	103
80-90	8	6	5	3	1	23	80-90	7	7	4	5	0	23	80-90	7	9	4	3	0	23
90-100	0	1	0	0	0	1	90-100	0	1	0	0	0	1	90-100	0	1	0	0	0	1
Total	69	108	67	18	6	268	Total	59	104	82	19	4	268	Total	85	87	67	22	7	268
<i>Chi-Square Value = .916</i>							<i>Chi-Square Value = .253</i>						<i>Chi-Square Value = .060</i>							

Continue

Stress Management

Marks	Stress Tolerance					Total	Marks	Impulse Control					Total
	5	4	3	2	1			5	4	3	2	1	
40-50	1	1	0	0	0	2	40-50	0	1	1	0	1	2
50-60	1	5	7	4	0	17	50-60	5	4	6	1	0	17
60-70	21	36	46	15	4	122	60-70	21	39	41	17	1	122
70-80	16	40	36	7	4	103	70-80	16	34	39	9	4	103
80-90	8	6	5	2	2	23	80-90	4	8	8	3	5	23
90-100	0	1	0	0	0	1	90-100	0	1	0	0	0	1
Total	47	89	94	28	10	268	Total	46	87	95	30	10	268

Chi-Square Value = .451 Chi-Square Value = .985

Stress Management consists of problem solving, reality testing, flexibility, stress tolerance and impulse control. The above table reveals that most of the students scoring marks in the range of 60-80 percent are more aware of their stress management. Since the Chi-Square Value for all stress management variable are higher than 0.05, we can say that there is no relationship between marks scored and stress management of PG students.

Table 4
General Management

4. General Management

Marks	Happiness					Total	Marks	Optimism					Total
	5	4	3	2	1			5	4	3	2	1	
40-50	2	0	0	0	0	2	40-50	2	0	0	0	0	2
50-60	8	3	5	0	1	17	50-60	5	4	8	0	0	17
60-70	53	37	21	6	5	122	60-70	41	37	30	13	1	122
70-80	42	42	13	4	2	103	70-80	30	43	23	6	1	103
80-90	11	6	5	1	0	23	80-90	11	6	5	1	0	23
90-100	1	0	0	0	0	1	90-100	0	1	0	0	0	1
Total	117	88	44	11	8	268	Total	89	91	66	20	2	268

Chi-Square Value = .831 Chi-Square Value = .517

General management includes happiness and optimism. The above table reveals that most of the students who are in the range of scoring marks between 60-80 percent are more aware of their General management. The Chi-Square value is higher than 0.05 in both the variable. So, we can conclude that there is no relationship between marks scored and general management of PG students.

Stream Wise Analysis

Table 5
Inter Personal Components

Stream	Emotional Self Awareness						Assertiveness					Self-Regard						
	5	4	3	2	1	Total	5	4	3	2	1	Total	5	4	3	2	1	Total
Commerce	19	35	21	3	3	81	8	34	32	6	1	81	30	35	14	2	1	81
Management	13	46	13	2	1	75	11	28	33	2	1	75	21	41	9	2	0	75
Science	6	19	17	3	1	46	11	18	9	8	0	46	19	16	9	2	2	46
Computer Science	21	28	14	0	3	66	7	32	22	4	1	66	20	28	18	0	0	66
Total	59	128	65	8	8	268	37	112	96	20	3	268	90	120	50	6	2	268

Chi-Square value = 0.07

Chi-Square value = .060

Chi-Square value = .152

Continue

Inter Personal Components

Stream	Self-Actualization				Total	Independence					
	5	4	3	2		5	4	3	2	1	Total
Commerce				5	81	35	22	16	4	4	81
Management			14	2	75	25	35	10	3	2	75
Science			10	4	46	12	16	12	4	2	46
Computer Science			13	4	66	22	31	10	1	2	66
Total			53	15	268	94	104	48	12	10	268

Chi-Square value = .687

Chi-Square value = .243

The above table reveals that most of the commerce students are more aware of their inter-personal components. The Chi-Square value is higher than 0.05 for all inter-personal component variable. Therefore, we can conclude that Commerce students are more aware of their inter-personal component.

Table 6: Intra Personal Component

2. Intra personal component

Stream	Interpersonal Relationship						Social Responsibility					Empathy						
	5	4	3	2	1	Total	5	4	3	2	1	Total	5	4	3	2	1	Total
Commerce	31	29	15	6	0	81	22	35	21	3	0	81	23	34	17	5	2	81
Management	23	28	14	8	2	75	26	32	13	1	3	75	16	31	24	4	0	75
Science	15	12	12	5	2	46	13	16	14	2	1	46	10	17	11	5	3	46
Computer Science	12	34	16	3	1	66	21	21	22	2	0	66	17	24	21	3	1	66
Total	5	22	57	103	81	268	82	104	70	8	4	268	66	106	73	17	6	268

Chi-Square value = .163

Chi-Square value = .368

Chi-Square value = .490

The above table reveals that most of the commerce students are more aware of their interpersonal relationship and empathy, whereas management students are more aware of social responsibility. The Chi-Square value for all variable are higher than 0.05. Therefore, we can conclude that Commerce students are more aware of their intra-personal components.

Table 7
Stress Management

Stream	Problem Solving						Reality Testing						Flexibility					
	5	4	3	2	1	Total	5	4	3	2	1	Total	5	4	3	2	1	Total
Commerce	22	29	23	6	1	81	18	30	27	5	1	81	23	29	19	8	2	81
Management	20	35	15	2	3	75	12	33	22	6	2	75	32	19	15	6	3	75
Science	8	23	9	5	1	46	12	16	13	4	1	46	7	15	17	5	2	46
Computer Science	19	21	20	5	1	66	17	25	20	4	0	66	23	24	16	3	0	66
Total	69	108	67	18	6	268	59	104	82	19	4	268	85	87	67	22	7	268
Chi-Square value = .438						Chi-Square value = .942						Chi-Square value = .147						

Continued

Stress management

Stream	Stress Tolerance						Impulse Control					
	5	4	3	2	1	Total	5	4	3	2	1	Total
Commerce	14	25	30	10	2	81	13	25	28	11	4	81
Management	11	30	26	7	1	75	14	32	25	1	3	75
Science	11	10	17	4	4	46	9	8	16	11	2	46
Computer Science	11	24	21	7	3	66	10	22	26	7	1	66
Total	47	89	94	28	10	268	46	87	95	30	10	268
Chi-Square value = .603						Chi-Square value = .045						

The above table indicates that commerce students are more aware of their problem solving, reality testing and stress tolerance, and the management students are aware of flexibility and impulse control. The Chi-Square value for all variable are higher than 0.05. Therefore, we can conclude that Commerce students are more aware of stress management.

Table 8
General Management

Stream	Happiness						Optimism					
	5	4	3	2	1	Total	5	4	3	2	1	Total
Commerce	35	26	15	3	2	81	30	26	16	9	0	81
Management	35	23	11	2	4	75	24	24	22	4	1	75
Science	15	15	9	5	2	46	11	15	13	6	1	46
Computer Science	32	24	9	1	0	66	24	26	15	1	0	66
Total	117	88	44	11	8	268	89	91	66	20	2	268
Chi-Square value = .337						Chi-Square value = .301						

The table of general management states that commerce and management students are happier than science and computer science stream students. In case of optimism, commerce students are more aware than other streams. The Chi-Square value for all variable are higher than 0.05. Therefore, we can conclude that Commerce students are more aware of general management.

NEED FOR STUDY

Emotional intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. Many studies have been conducted in the to know the role of emotional intelligence on employees performance, gender differences in emotional competency and self-efficacy among job aspirants, emotional intelligence and performance effectiveness, personality and trait as predictors of work engagement, effect of labour's emotional intelligence on their job satisfaction, job performance and commitment, the relationship between emotional intelligence and leadership styles, emotional intelligence as predictor of occupational stress among working professionals, the role of emotional intelligence on job performance, emotional intelligence and its impact on school children's performance etc. Very few studies have been focused influence of EI on university students and school student's academic performance based on age and gender. No study has been conducted on influence of EI on PG students. Hence the present study concentrated to analyze the influence of EI on their academic performance PG students.

OBJECTIVE

The following are the objectives of the study.

1. To study the influence of emotional intelligence on academic performance.
2. To understand which stream of PG students are good at managing emotional intelligence

HYPOTHESIS

- H_0 : There is no relationship between managing emotional intelligence and academic performance.
 H_1 : There is a relationship between managing emotional intelligence and academic performance.

CONCLUSION

This study mainly focuses on understanding the influence of emotional intelligence on academic performance of PG students based on their steam. The four categories of emotional intelligence are inter-personal components, intra-personal components, stress management and general management. Descriptive statistics are used to analyze the demographic characteristics of the respondents and chi-square to test for hypothesis testing. It proved that there is no relationship between marks scored and emotional intelligence of PG students. Based on stream, commerce students are more aware of their emotional intelligence.

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